DOCUMENT RESUME

ED 433 104 PS 027 791

AUTHOR Hinitz, Blythe F.; Stomfay-Stitz, Aline M.
TITLE Peace Education in the Early Childhood/Elementary Education Classroom: Setting the Agenda for a Humane World.
PUB DATE 1998-11-21
NOTE 15p.; Paper presented at the Annual Conference of the National Council for the Social Studies (Anaheim, CA, November 21, 1998).
PUB TYPE Opinion Papers (120) -- Reference Materials - Bibliographies (131) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Conflict Resolution; Educational Environment; Elementary Education; *Elementary School Curriculum; *Peace; *Preschool Curriculum; Preschool Education; Prevention; Violence
IDENTIFIERS *Peace Education

ABSTRACT

Peace Education is now considered by many as a viable curriculum that could be integrated into many school programs. This paper identifies and clarifies the role that peace education can play in the creation of a humane, nonviolent learning environment; highlights recent research on brain-based learning that holds significance for the inclusion of peace education in the curriculum, especially with integration of the arts and humanities; and demonstrates and invites participation in workshop activities that enhance the quest for a peaceful school and classroom. The paper maintains that peace education can enfold integrated, brain-based, multisensory learning, and a problem-solving approach. Integration of the arts and humanities in peace education can be a form of art therapy for children living in violent communities. The paper further maintains that peace education ensures enhanced citizenship skills for a new century. Appended to the paper are lists of: resources for brain-based learning; books and curriculum guides for peace education/conflict resolution/violence prevention/human rights/global education; and online resources. (KB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 433 104

Peace Education in the Early Childhood/Elementary Education Classroom: Setting the Agenda for a Humane World

Blythe F. Hinitz, College of New Jersey

Aline M. Stomfay-Stitz, University of North Florida

Paper, Online, and Resource Materials prepared for presentation at the annual conference, National Council for the Social Studies, Anaheim, CA, November 21, 1998

PS 027791

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Aline M. Stomfay-Stitz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

Introduction

As children develop their attitudes about self and others in school groups, they are learning to co-exist in harmony with others who may be from different cultures or socioeconomic groups. In the process, they learn to problem solve, communicate and resolve conflicts with others. Ideally, they are also honing the cognitive and affective skills needed for responsible citizenry in our democracy.

Since ***Expectations of Excellence: Curriculum Standards for Social Studies*** was published, educators have viewed the thematic strands as ways to enhance and shape an ideal learning environment (NCSS, 1994). The school has a vital role to play in helping children grow into their adult roles as citizens.(Haas & Laughlin,1997).

In recent years, the intrusion of violence into schools and classrooms has forced many in education to search for alternative ways to prepare the young for futures in a constantly changing America society. For generations, social studies educators have searched for ways to instill the best qualities for civility and civic efficacy (NCSS, 1992). Others have guided children to live nonviolently in peace and harmony, as a praiseworthy goal for American education. Safe schools for all of our children has emerged as a national goal, one that has gained the serious attention of several related disciplines - - education, psychology, criminal justice, law, sociology, child welfare, and public health.

Past efforts to teach peace education at various levels of American education has reached back almost two hundred years. Peace education has been described as multifaceted and cross-disciplinary with many dimensions that include peace and social justice, economic well-being, political participation, nonviolence, conflict resolution, and concern for the environment (Stomfay-Stitz, 1993). Peace education has also been identified by a leading researcher as an alternative curriculum in Early Childhood Education" (Spodek & Brown, 1993). Ideally, peace education should begin with our youngest children (Hinitz, 1994; 1995).

For decades, peace education was viewed as a lofty, difficult-to-attain ideal. In past decades, peace education was accorded greater respect and more serious consideration. Peace education is now considered by many as a viable curriculum that could be integrated into many school programs. It is also a growing movement internationally, one that is considered a way to reduce the levels of ethnic hatred that may have persisted for centuries. In America, peace education is especially viewed as a way to create more peaceful and safer schools for the new century.

We have three objectives: (1) to identify and clarify the role that peace education can play in the creation of a humane, nonviolent learning environment; (2) to highlight recent research on brain-based learning that holds significance for the inclusion of peace education in the curriculum, especially with integration of the arts and humanities; and (3) to demonstrate and invite participation in workshop activities that would enhance our quest for the peaceful school and classroom.

Peace Education Sets the Agenda for a Humane Learning Environment

As we approach the closing years of a century filled with incredible loss of life as the result of international, national and ethnic conflicts, the metaphor of "crossing borders" has been invoked frequently. Educators especially refer to the need to think in bold, creative ways so that new pathways to deeply entrenched social problems can be built.

Peace education invites educators to engage in such an exercise by "crossing borders" of the mind as well as of the heart. It is an exercise that invites us to think in terms of "what if . . .?" or "why not?"

Peace Education Can Enfold Integrated, Brain-Based, Multisensory Learning, and a Problem Solving Approach

Recent research in brain-based learning has several implications for the integration of a peace education curriculum. Leading researchers, such as Sylwester (1986, 1995 (a), 1995(b)), Diamond (1988), and Shore(1997) have indicated that a social, stimulating, and changing environment produces a thicker and more effective cortex than environments that

do not contain these features. One implication is that children should ideally learn how to solve-school-based problems. The social-emotional area is viewed as an area of special importance in child development, as a result of these findings in neuroscience.

One of the most interesting research studies by Sylwester during the nineties concluded that "learning is actually a search through our brain's existing library of operating basic networks for the combinations of those that best allow us to respond to the curent challenge." He described a "supportive, stimulating, interactive, multisensory childhood environment" as one that could enhance maximum development for the child (Sylwester, 1995(a); 1995(b)). In recent years, this ideal environment has been identified by many educators as being found in the schools of Reggio Emilia in Italy (Edwards, Gandini, & Forman, 1993).

In essence, as related to teaching peacemaking skills and conflict resolution, children also profit from the increased skill-building and problem solving gained from conflict resolution and peacemaking activities, used in resolving conflicts in schools (Stomfay-Stitz, 1997). As conflicts arise, children would ideally apply peacemaking skills in an effort to discern how to mediate conflicting viewpoints. Each has contributed a possible solution. Each has brainstormed a remedy, sharing and respecting each other's viewpoints. Many of us involved in the observation of children during peacemaking sessions (often at a designated place, such as a Peace Table) see tears, hugs, and a sense of relief when the problem is resolved, so that each can forgive and go on with their lives. Cognitive and emotional learning has literally taken place before our eyes.

Children who can grow and learn in a nonviolent, caring, supportive learning environment during their school years, show promise of the greatest gains. For sixty years now we have recognized a pioneer early childhood educator, Maria Montessori . She concluded that peace education provided a blueprint for a humane world, through the education of children. She viewed peace as a moral issue that was the basis of all

education. She truly believed that the fullest development of children could be attained only with education and peace as cornerstones(Montessori, 1932/1972; Wolf, 1989).

Peace Education is Enhanced by Integration of the Arts and Humanities

The integration of the arts and humanities can be viewed as a way to integrate the expression of ideas that have been common to humanity throughout history - the dream of living in peace, tolerance and human understanding. Early childhood educators in particular have understood that art, music, movement, and creative drama should occupy a central place in the daily curriculum. These areas build on "children's interest, motivation, and learning in all subject areas." (Jalongo, 1990; Jalongo & Stamp, 1997). The humanities traditionally include literature, philosophy and history. All three areas should be central to the early childhood curriculum.

Peace educators logically wish to include cultural values that are of interest to children. Usually, a first question is: "What is peace? What does peace mean to me?" Children could next discuss a noted painting or work of art based on an understanding of peace. For example, activities could center around the noted painting by Edward Hicks (1780-1849) titled The Peaceable Kingdom. Depicted are animals, wild and domesticated, all living together in peace.

For children presently living in communities where violence is frequently present, art based on themes of peace can be a form of art therapy. Their creative expressions in art, poetry, music and literature have resulted in motivation for many community-based projects linked with peace education, most outside of a school setting. The Peace Arts Center and Peace Museum have emerged as two unique learning sites. The *Lion and the Lamb Peace Arts Center* at Bluffton College(Mennonite Church) in Bluffton, Ohio has promoted peace with children "through the arts and literature" by developing programs for children that emphasize diversity, appreciation of the environment. . . nonviolent methods of responding to conflict."(Lion and the Lamb Peace Arts Center, 1996). A second model,

the Peace Museum , exists in several nations. The *Peace Museum in Chicago* launched an in-school peace education program with sessions taking place during the school year. Activities include the arts and poetry about peace issues. Children are helped "to visualize peace and learn conflict resolution skills through writing, drawing, role playing, photography and other creative activites."(Peace Museum Release, 1995).

Peace Education Ensures Enhanced Citizenship Skills for a New Century

The central activity for preparation of a responsible citizenry is learning to resolve conflicts within the constraints of community law, with respect for the rights of the individual. American society is truly at an important landmark in history. Our classrooms have become increasingly pluralistic with many minority children of color, coming from all corners of the globe.

Recently, peace has been declared a valid human right. A United Nations General Assembly resolution proclaimed that "life without war serves as the primary international prerequisite for . . the full implementation of the rights and fundamental human freedoms proclaimed by the United Nations." Furthermore, the resolution underscored that "the peoples of our planet have a sacred right to peace." (NGO/DPI Executive Committee, 1998). This theme was emphasized with inclusion of the quotation from the Vision of the Prophet Isaiah(740-701 BCE-Before the Common Era), featured in the United Nations Calendar for Peace-1998:"And they shall beat their swords into plowshares and their spears into pruning hook/Nations shall not lift up sword against nation/Neither shall they learn war anymore." (United Nations, 1998).

As we view groups of culturally and linguistically diverse children in our schools, the rationale for including peace education in the curriculum becomes even more relevant (Stomfay-Stitz & Hinitz,1995; 1996; Hinitz & Stomfay-Stitz, 1996).

Troubling reports have come to light in the closing years of the century, ones that underscore growing inequities in economic, political, and social spheres, with an American society literally carved into two groups identified as the "haves" and "havenots." Increased

advocacy for both peace and social justice offers a rationale for action, especially in our schools and classrooms. Children and young people can learn first hand of the actions and moral pathways that can be taken, of the projects that benefit those of our citizenry who need assistance. The same care and concern shown within the classroom is extended outward first to the local neighborhood and then into the community.

In classrooms where this is a primary goal, teachers and children learn peacemaking skills along with discernment for social activism. These goals reflect the 1992 NCSS Position Statement advocating that students "develop civic efficacy by practicing it--engaging in the inquiry. . following up with appropriate social or civic action "(NCSS, 1992).

In actuality, children throughout America is recent years have demonstrated social action in projects that come under the "umbrella" of peace education. Children have rallied for environmentally-sensitive use of recycled materials. They have launched campaigns to save the Florida manatee. They have written letters to prominent legislators about preservation of threatened wetlands. They have supported the Universal Declaration of Human Rights and the Declaration of the Rights of the Child(Rocha & Roth, 1989). They hve written letters for the release of jailed human rights activists(including a few children) in far corners of the globe (Barrozzi, 1998). They have raised money for children in the war-torn areas of Bosnia and Angola. They campaigned against the elimination of land mines and child labor in the Third World.

Many models of peace education emphasize feelings and emotions in a positive light to help children develop concern for others, healthy social and emotional growth, and responsibility for the community, nation, and fragile planet, Earth. These are vital elements for educating children as a future citizenry in communities where the greatest number can achieve their maximum potential. This is the future that peace educators advocate for ALL of our children, as one of their basic human rights.

Appendix A - Resources for Brain-Based Learning

Caine, R.N. & Caine, G. Making connections: Teaching and the human brain. Available from Sklylight Publishing (Simon & Schuster), 2626 S. Clearbrook Dr., Arlington Heights, IL 60005-5310.

Fogarty, R. Brain compatible classrooms. Available from Skylight Publishing (Simon & Schuster).

Goleman, D. (1995). Emotional intelligence. New York: Bantam Books.

Goleman, D. (1998). Working with emotional intelligence. New York: Bantam Books.

Healy, J.M. Endangered Minds; Why children don't think and what we can do about it. Available from Skylight Publishing (Simon & Schuster).

Jensen, E. Brain-Based learning. Available from Skylight Publishing (Simon & Schuster).

Jensen, E. The learning brain. Available from SkylightPublishing (Simon & Schuster).

Sylwester, R. (Ed.) Student brains, school issues: A collection of articles. Available from Skylight Publishing(Simon & Schuster).

ncss3-
appb-books

Appendix B - Resource Directory: Books, Curriculum Guides for Peace Education/Conflict Resolution/Violence Prevention/Human Rights/Global Education

American Psychological Association (1993). Violence and youth: Psychology's response. Vol. 1: Summary Report of the American Psychological Association Commission on Violence and youth. Washington, DC: APA.

Amnesty International. (1998). Human rights here and now. Minneapolis,MN: Human Rights, U.S.A. (229 Nineteenth Ave., South, Minneapolis, MN 55455-0444).

Berman, S. & LaFarge, P. (1993). Promising practices in teaching social responsibility. Albany, NY: State University of New York Press.

Bey, T.M. & Turner, G.Y. (1996). Making school a place of peace. Thousand Oaks, cA: Corwin Press.

Bodine, R., Crawford, D. & Schrumpf, F. (1994). Creating the peaceable school: A comprehensive program for teaching conflict resolution. Champaign, IL: Research Press.

Brody, Goldspinner, et al. Spinning tales, weaving hope: Stories of peace, justice & the environment. Tucson, AZ: Zephyr Press.

Children's Creative Response to Conflict. Curriculum guides, newsletter and resources.(Box 271, 523 N. Broadway, Nyack, NY 10960).

Coles, R. (1993). The call of service: A witness to idealism. New York: Houghton Mifflin.

Committee for Children. Second Step-Violence Prevention Program, including Anger Management, Impulse Control and Empathy Training.(2203 Airport Way S., Suite 500, Seattle, WA 98134-2027).

Crawford, D. & Bodine, R. (1996). Conflict resolution education: A guide to implementing programs in schools, youth-serving organizations, community and juvenile justice settings. Rockville, MD: Juvenile Justice Clearinghouse.

Curcio, J.L. & First, P.F. (1993). Violence in the schools: How to proactively prevent and defuse it. Thousand Oaks, CA: Corwin Press.

DeLisle, J. Kidstories: Biographies of 20 young people you'd like to know. Minneapolis, MN: Free Spirit Press.

Drew, N. (1995). Learning the skills of peacemaking. Rolling Hills Estates, CA: Jalmar Press.

Educators for Social Responsibility.Curriculum guides and resources. (23 Garden St., Cambridge, MA 02138

Elder & Carr. Worldways: Bringing the world into the classroom, Grades 4-8. Tucson, AZ: Zephyr Press.

Enloe, W. (1997). Creating context: Experiencing and understanding cultural worlds. Tucson, AZ: Zephyr Press.

Enloe, W. & Simon, K. Linking through diversity: Practical classroom methods for experiencing and understanding our cultures. Grades K-12. Tucson, AZ: Zephyr Press.

Faber, A. & Mazlish, E. (1995). How to talk so kids can learn. New York: Simon & Schuster, Inc.

Ferrara, J.M. (1996). Peer mediation: Finding a way to care. York, ME: Stenhouse Publishers.

Fine, E.S., Lacey, A. & Baer, J. (1995). Children as peacemakers. Portsmouth, NH: Heinemann.

Fountain, S. (1995). Education for development: A teacher's resource for global learning. Portsmouth, NH: Heinemann.

Garbarino, J. (1993). Let's talk about living in a world with violence. Chicago: Erikson Institute.

Garbarino, J., Dubrow, N. et al. (1992). Children in danger: Coping with the consequences of community violence. San Francisco; Jossey-Bass.

Greene, Alanda. Rights to responsibility: Multiple approaches to developing character and community. Tucson, AZ: Zephyr Press.

Janke, R. & Peterson, J.P. (1995). Peacemaker's ABC's: A guide for teaching conflict resolution with a peace table. Marine on St. Croix, MN: Growing Communities for Peace (16542 Orwell Rd. North, Marine On St. Croix, MN 55047-9754. (612)433-4303).

Johnson, D.W. & Johnson, R.. (1995). Teaching children to be peacemakers. Edina, MN: Interaction Books.

Kids random acts of kindness. Minneapolis, MN: Free Spirit Press.

Kreidler, W.J. & Furlong, L. (1998). Adventures in peacemaking: A conflict resolution activity guide for school-age programs.

Kreidler, W.J. (1994). Teaching conflict resolution through children's literature. New York: Scholastic Professional Books.

Kreider, W.J. (1984). Creative conflict resolution: More than 200 activities for keeping peace in the classroom, K-6. Glenview, IL: Scott Foresman & Co.

Kreidler, W.J. (1990). Elementary perspectives: Teaching concepts of peace and conflict. Cambridge, MA: Educators for Social Responsibility (23 Garden St., Cambridge, MA 02138. 617-494-1764)..

Lalli, J. Make someone smile and 40 more ways to be a peaceful person. Minneapolis, MN: Free Spirit Press.

Lantieri, L. & Patti, J. (1996). Waging peace in our schools. Boston: Beacon Press.

LeBlanc, L.J. (1995). The convention on the rights of the child, United Nations, and lawmaking on human rights. Lincoln, NE: University of Nebraska Press.

Levin, D.E. Teaching young children in violent times: Building a peaceable classroom. St. Paul, MN: Redleaf Press.

Levin, D.E. (1998). Remote control childhood? Combating the hazards of media culture. Washington, DC: National Association for the Education of Young Children.

Lewis, B. A. Kids with courage: True stories about young people making a difference. Minneapolis, MN: Free Spirit Press.

Lewis, B.A. The kids' guide to service projects: Over 500 service ideas for young people who want to make a difference. Minneapolis, MN: Free Spirit Press.

Lewis, B.A. The kids' guide to social action: How to solve the social problems you choose- and turn creative thinking into positive actiorn. Minneapolis, MN: Free Spirit Press.

National Association for Mediation in Education (NAME). Curriculum guides and resources. (425 Amity St., Amherst, MA 01002. 413-545-2462).

New Jersey State Bar Foundation. Conflict resolution and peer mediation guide. (One Constitution Square, New Brunswick, NJ 08901- a free guide. 1-800-FREE LAW).

New Mexico Center for Dispute Resolution. Resources for conflict resolution. Albuquerque, NM: NMVDR. (620 Roma, N.W., Suite B., Albuquerque, NM 87102, 505-247-0571).

Oehlberg, B. Making it better: Activities for children living in a stressful world. St. Paul, MN: Redleaf Press.

Payne, L.M. (1997). We can get along: A child's book of choices., ages 3-8. Minneapolis, MN: Free Spirit Press.

Peace Education Foundation. Creative conflict solving for kids and other materials. (1900 Biscayne Blvd., Miami, FL 33132-1025).

Peace Education International (Fran Schmidt), Peacemakers curriculum guide and classroom materials. (2895 Biscayne Blvd., Suite 415, Miami, FL 33137).

Porro, C. (1996). Talk it out: Conflict resolution in the elementary classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

Provenzo, E. (1991). Video kids: Making sense of Nintendo. Cambridge, MA: Harvard University Press.

Reardon, B.A. & Norland, E. (Eds.), (1994). Learning peace: The promise of ecological and cooperative education. Albany, NY: State University of New York Press.

Rice, J.A. The kindness curriculum: Introducing young children to loving values. St. Paul, MN: Redleaf Press.

Romain, T. (1997). Bullies are a pain in the brain. Minneapolis, MN: Free Spirit Press.

Schrumpf, F., Crawford, D. & Usadel, H. (1991). Peer mediation and conflict resolution in schools. Champaign, IL: Research Press.

Short, K.G., Schroeder, J., et al. (1996). Learning together through inquiry: From Columbus to integrated curriculum. (Includes human rights inquiry). York, ME: Stenhouse Publishers (P.O. Box 360, York, ME 03909).

Slaby, R., et al. (1995). Early violence prevention: Tools for teachers of young children. Washington, DC: National Association for the Education of Young Children.

Slaby, R., Wilson-Brewer, R. & Dash, K. (1994). Aggressors, victims & bystanders: Thinking and acting to prevent violence. Newton, MA: Education Development Center.

Smith, C.A. The peaceful classroom: 162 easy activities to teach preschoolers compassion and cooperation. St. Paul, MN: Redleaf Press.

Stephens, R.D. (1995). Safe schools: A handbook for violence prevention. Bloomington, IN: National Educational Service.

Talkington, A.E. & Hill, B.A. (1993). To save a child: Things you can do to protect, nurture & teach our children. Garden City Park, NY: Avery Publishing Group.

Wade, R.C. Joining hands: From personal to planetary friendship in the primary classroom. Tucson, AZ: Zephyr Press(P.O. Box 66006, Tucson, AZ 85728-6006).

Walter, V.A. (1993). War & peace literature for children and young adults: A resource

guide to significant issues. Phoenix, AZ: Oryz Press.

Ways we want our class to be: Class meetings that build commitment to kindness and learning, grs. K-6. Minneapolis, MN: Free Spirit Press.

Wolf, A.D. (1991). Our peaceful classroom. Altoona, PA: Parent Child Press.

ncss1
online
10/98

Appendix C: Online Resources for Peace Education/Conflict Resolution/Violence Prevention

Amnesty International & Human Rights U.S.A.
http://www.hrusa.org
Materials for Universal Declaration of Human Rights. Copy of Human Rights Here and Now.

Atrium Society(Terence Webster-Doyle)
http://www.atriumsoc.org)
Peace education resources, bullying, handling conflicts through Martial Arts for Peace initiatives.

Bucks County Peace Center - Langhorne, Pennsylvania
http://www.comcat.com/~PeaceCenter.html
Peace Education activities, mediation, peace and social justice community issues.

Children's International Summer Villages
http://www.jagunet.com/~spectrim/cisv/whatisvillage.html
Villages held at sites throughout the world for children ages 11 and up, to develop international understanding.

Children's Peace Project - Cape Cod, MA
http://www.capecod.net/~mnelson/capepeace.html
In 1996, children planned to build a peace monument in their community along a walkway to the sea.

Clinton Avenue Elementary School Gallery-Cincinnati, Ohio
http://www.ih.k12.oh.us/peace/Clinton.htm
A Peace Education project of children's images of peace.

Cranes for Peace
http://www.he.net/~sparker/cranes.html
Peace Education Kit for a Peacemaking project that involves folding paper cranes, built around the book, Sadako and the Thousand Paper Cranes. Includes book by Walter Enloe, Birds of Peace: A Teacher's Guide to Peace Education and materials.

Growing Communities for Peace, **Minneapolis/St. Paul area**
http://www.peacemaker.org
Materials for peacemaking with early childhood, primary/elementary children, service project for teens, resources, songs on tape, curriculum guides, puppets, and newsletter.

International Day of Peace -September 15th
http://www.peaceforpeace.com/idp.html

One World, Our World- Global Perspectives and Conflict Resolution
http://www.entecheng.com/1wow.html
Returned Peace Corps volunteers assist schools with a multi-media school program.

PeaceBuilders(Heartsprings)-Conflict Resolution
http://www.peacebuilders.com/facts.html
A research-based program to reduce violence and aggression, an entire "community climate" effort in schools and cities.

Play for Peace - Chicago, Illinois
http://www.playforpeace.org/
Children of cultures in conflict are brought together under the auspices of the Association for Experiential Education, coordinated in Chicago.

United Nations CyberSchoolBus
http://www.unf.org/pubs/CyberSchoolBus
Resources for study of 14 nations, Human Rights Day & International Women's Day

World Peace Clubs(People for Peace/ Pathways to Peace)
http://www.peaceclub.com
Campaign for one day of peace - January 1, 2000, based on teaching peace through a World Peace Club in your school, community or home.

World Vision - Children's Movement for Peace in Columbia
http://www.worldvision.org
Children mobilize for peace in a violence-torn region, nominated for 1998 Nobel Peace Prize.

World Wise Schools
http://www.peacecorps.gov/wws/events/worldfoodday/index.html
Activities and projects for food and hunger projects.